

French 2 / D'Accord 1/ Unit 5 : Les Loisirs



Unit Description:

In this unit 1 of 4 for the year. The unit will last 9 weeks. Students will explore how teenagers in the Francophone world spend their spare time. They will be able to compare different activities young people in America and in the Francophonie engaged in.

Essential Questions:

1. How do people talk about sports and other pastimes?
2. How do people talk about the weather?
3. How do people discuss and plan a vacation?

Proficiency Target-Interpersonal	Proficiency Target-Speaking	Proficiency Target-Listening	Proficiency Target-Reading	Proficiency Target-Writing
Intermediate Low	Intermediate Low	Intermediate Low	Intermediate Mid	Intermediate Low
<p>I Can Statements</p> <p>I can discuss a popular sport in French-speaking countries.</p> <p>I can exchange information with others about two celebrated French athletes.</p> <p>I can explain the message of a commercial prepared for French speakers.</p> <p>I can tell someone the time and date of an important event.</p>	<p>I Can Statements</p> <p>I can name some sports and other activities.</p> <p>I can talk about how often and how well I do things.</p> <p>I can talk about doing and making things.</p> <p>I can express that something is necessary.</p> <p>I can talk about activities I do.</p> <p>I can talk about the insurance company Swiss Life</p> <p>I can talk about the geography and some cultural highlights of Pays de la Loire and Centre.</p> <p>I can name several public gardens and parks in various French-speaking regions</p>	<p>I Can Statements</p> <p>I can use intonation to differentiate between questions and statements.</p> <p>I can understand the weather forecast in a recorded weather report.</p> <p>I can recognize some terms French speakers use to talk about natural disasters.</p>	<p>I Can Statements</p> <p>I identify the numbers 101 and higher.</p> <p>I can solve basic math problems using the numbers 101 and higher</p> <p>I can skim a city guide for main ideas</p>	<p>I Can Statements</p> <p>I can give dates and weather information.</p> <p>I can say and write the numbers 101 and higher.</p> <p>I can solve basic math problems using the numbers 101 and higher</p> <p>I can create a basic informational brochure including weather-related information and seasonal activities.</p>

Assessments:

Diagnostic:

1. Essential questions
2. Pre-assessment
3. Class participation
4. Q&A
5. Digital components via online resources

Formative:

1. Essential questions
2. Pre-assessment
3. Class participation
4. Q&A
5. Digital components via online resources

Summative:

1. Unit Test
2. Performance-based assessment—
3. Speaking or Writing
4. Project

Standards to address in Unit:

Communication – Interpersonal Mode (IP)

ML2.PS2.IP1: Students exchange spoken and written information in the target language such as; needs, preferences, feelings and emotions. As well as giving descriptions, instructions and responses and following instructions.

ML2.PS2.IP2: Students are able to initiate, participate in and close oral and written exchanges.

Communication – Interpretive Mode (INT)

ML2.PS3.INT1: Students are able to identify main ideas and essential details in reading and listening as well as comprehend and follow oral and written instructions.

Communication - Presentational Mode (P)

ML2.PS4.P1: Students are able to present information orally and in writing using familiar and newly-acquired vocabulary, phrases and patterns.

Cultural Perspectives, Practices, and Products (CU)

ML2.PS5.CU1: Students are able to identify target language culture patterns typically associated with various activities, such as eating, shopping, leisure and celebrations.

B. Identify patterns of behavior typically associate with cultures, such as eating and shopping customs, leisure activities, and celebration of national holidays.

Connections, Comparisons and Communities (CCC)

ML2.PS6.CCC1: Students will be able to compare and contrast traditions, such as holidays, foods and celebrations.

ML2.PS7.CCC2: Students will be able to give information and understand the impact of major current events on the target culture(s).

Know:	Understand:	Do:
Leisure vocabulary The verb FAIRE, and FAIRE expressions Irregular -ir verbs Weather vocabulary Numbers greater than 100 Mathematical vocabulary Spelling change -er verbs Frequency vocabulary	How to correctly use the verb FAIRE and Faire expressions. The pattern of common irregular IR verbs. How to correctly express the date in French. The use of FAIRE to express weather. Understand the difference between Fahrenheit and Celsius. The significance of arts, culture, and leisure activities in Montreal.	Tell what I do in my free time Use <i>faire</i> , irregular -ir verbs, and spelling-change -er verbs in the present tense Use numbers to tell specific dates, including the year, or populations of French-speaking countries Express seasonal weather Complete simple math problems. Explain what French people like to do in their free time

Major Concepts: (Consider all 4/5 Cs)

Concept 1 Leisure activities	Concept 2 Weather/Seasons	Concept 3 Numbers greater than 100	Concept 4 Sports in France CULTURE	Concept 5 Leisure Activities in Montréal
Essential Vocabulary: Désirer jouer à/de pratiquer, skier le baseball le cinéma le football le football américain le golf un jeu, un loisir un passe-temps un spectacle un stade le temps libre	Essential Vocabulary: Il fait... degrés il fait beau il fait bon il fait mauvais il fait un temps épouvantable le temps est orageux il fait frais il fait du vent le temps est nuageux il pleut un parapluie un imperméable Une saison en automne	Essential Vocabulary: Cent Cent un Deux cents Deux cent un Mille Mille cent Deux mille Un million (de/d') Deux millions (de/d') Plus Moins Fois Font multiplié par divisé par	Essential Vocabulary: La Coupe du Monde Un match (de) Un club amateur Une équipe professionnelle Un joueur/une joueuse Un champion/une championne Les Jeux Olympiques Le Tour de France Une course cycliste	Essential Vocabulary: Les arts La culture Un loisir culturel Une activité sportive Un festival Un spectacle

<p>le volley-ball, une/deux fois par jour par semaine/mois/an déjà encore jamais longtemps maintenant parfois rarement souvent</p> <p>Courir Dormir Partir Sentir Servir Sortir</p> <p>Faire...</p> <ul style="list-style-type: none"> • Attention à • Du camping • La connaissance de • La cuisine • De la gym • Du jogging • Une promenade • Du ski • Du sport • Du vélo 	<p>en été en hiver au printemps</p> <p>Acheter Amener Célébrer Considérer Emmener Employer Envoyer Espérer essayer de nettoyer payer préférer protéger répéter</p>	<p>égale</p>		
<p>Essential Structure: The verb FAIRE</p> <p><i>Je fais Nous faisons</i> <i>Tu fais Vous faites</i> <i>Il/elle/on fait Ils/elles font</i></p> <p>Irregular -ir verbs *pay attention to stem</p>	<p>Essential Structure: Quel temps fait-il ? Quelle température fait-il ? Quelle est la date ? C'est le 1^{er} janvier. C'est quand votre anniversaire ? C'est le C'est quand l'anniversaire de...</p> <p>Spelling-change ER verbs Like <i>espérer</i> Like <i>acheter</i></p>	<p>Essential Structure: Simple math problems The decimal/comma punctuation pattern in French</p>	<p>Essential Structure: None</p>	<p>Essential Structure: None</p>

<p>Je -s Tu -s Il/elle/on -t Nous -ons Vous -ez Ils/elles -ent</p> <p><i>Jouer à</i> with games and sports <i>Jouer de</i> with musical instruments</p>	<p>Like envoyer</p>			
<p>Text/Digital Resources D'Accord 1 / D'Accord Supersite</p>	<p>Text/Digital Resources D'Accord 1 / D'Accord Supersite</p>	<p>Text/Digital Resources D'Accord 1 / D'Accord Supersite</p>	<p>Text/Digital Resources None</p>	<p>Text/Digital Resource None</p>
<p>Artifact & Evidence: Dialogues, quiz, activities on supersite, pba</p>	<p>Artifact & Evidence: Weather report presentation, dialogue, letter, quiz, activities on supersite</p>	<p>Artifact & Evidence: Create an auction, quiz, activities on supersite</p>	<p>Artifact & Evidence:</p>	<p>Artifact & Evidence:</p>